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ABSTRACT

Stakeholder surveys are advocated as a panacea for many problems of needs assessment evaluation research utilizing surveys. Stakeholders are individuals who have a "stake" in the outcome of a needs assessment evaluation. Stakeholder surveys are appropriate for the predesign phase of a program evaluation. The surveys are often referred to as responsive evaluation strategies. Predesign data should be developed with attention to the identification of, and contact with, policymakers. It also should permit adequate gathering and synthesizing of information to be incorporated into the study design. A stakeholder survey as part of a needs assessment was conducted in an Alabama school system to illustrate the method. School administrators were identified by the superintendent as stakeholders. A pre-survey interview identified several major areas of concern. A stakeholder survey was then developed and administered. A preanalysis-postsurvey interview with stakeholders is recommended. Analyses of survey results are included in the document. (DWH)

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Stakeholder Surveys: A Method and an Example

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Descriptors
Needs Assessment Evaluation
Stakeholder Survey
Survey Research

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Paper presented at the 1983 Mid-South Educational Research Association Annual Meeting, Nashville, Tennessee, November 16, 1983.

Stakeholder surveys have been advocated as a "cure" for many of the problems of needs assessment evaluation research utilizing surveys. Inclusion of stakeholders, individuals who have a "stake" in the outcome of a needs assessment evaluation, has several desirable outcomes. An often stated problem of evaluation research utilizing surveys is that survey research has generally focused upon quantitative outcomes at the expense of qualitative concerns (Filstead, 1979). A stakeholder survey has the potential to address both quantitative and qualitative issues via its potential for (1) clarifying policy as experienced and understood by the policy makers, (2) objectifying values, and (3) increasing utilization of survey results. Naturalistic methodologies, rather than predetermined designs, generate readily from stakeholder surveys by addressing the complexity and dynamic change of a program environmment. Stakeholder surveys are particularly appropriate for the predesign phase of a program evaluation. The predesign phase has been given considerable emphasis in recent years (Rutman, 1977). Predesign activities contribute to the probability that the evaluation's scientifically credible research results will prove of practical value to decision makers by directly relating analysis to future decision making. Because of the predesign activities, stakeholder surveys are often termed responsive evaluation strategies (Guba & Lincoln, 1981). While most people recognize the value of stakeholder

involvement, the literature contains little practical guidance for including a stakeholder in evaluation research, though Lawrence & Cook suggest three factors for developing predesign data:

1. Policy-makers are identified
2. Policy-makers are contacted
3. Information is adequately gathered and synthesized for incorporation into the study design

The first step in including a stakeholder survey in our needs assessment was identification of stakeholders. The superintendent of a medium-sized Alabama school system selected school administrators from within the system. A pre-survey interview served to identify seven major areas of concern to these stakeholders. An open-ended stakeholder survey was then developed and administered. Administrators were requested to identify five specific goals for each of eight content areas, including the seven previously named by administators as physical plant, supporting services, staff personnel, pupil personnel, curriculum, community relations and school finance, plus an additional "other" content area. Administrators assigned to each of the goals a within content ranking and then rated each specific goal over all content areas utilizing a Likert scale. The instruments were analyzed in anticipation of utilizing them for the development of surveys administered to diverse groups, such as recent high school graduates, PTA membership, teachers and the general population.

Analysis of the stakeholder survey required an initial assignment of a unique code number to each specific goal within each of the eight content areas. The goals were then subjected to a frequency distribution analysis via the multiple response procedure (SPSS). A median ranking for each specific goal within each content area was obtained. An overall multiple response analysis was next performed. It involved recoding identical goals from different content areas in order to obtain a more accurate representation of specific goals. Mean priorites were determined on the basis of the overall multiple response analysis, since prioritizing was done across all content areas. Surveys for administration to other school system populations were then developed from the pre-needs assessment stakeholder survey results.

Based upon our experience, a preanalysis-postsurvey interview with administrators would have been desirable. Such an interview would accomplish two purposes: (1) clarify specific goals, eliminating the necessity for the researcher to make judgments concerning consolidation of similar sounding specific goals within a content area; and (2) to determine under which content area identical specific goals listed under several content areas were to be placed. For example, would the three specific goals identified separately by administrators as "construct new classrooms," "mass renovation" and "new construction" within one content area be considered one, two or three specific goals?

Another example involves the following question: Does the specific goal of school nurse belong under the general content area of support personnel or supporting services? It was listed by administrators as a specific goal under each of those content areas. A preanalysis-postsurvey interview would have resulted in a more meaningful and accurate analysis for the stakeholder administrators.

According to Reichardt and Cook, the emphasis of evaluation has shifted from the verification of presumed effects towards the discovery both of how a program might be devised so that it would have a desired effect and of what effects, either suspected or unsuspected, such programs might actually have. They add that some fields of evaluation (most notably education) have shown a growing interest in qualitative methods with their emphasis on discovery. The stakeholder survey appears to integrate those factors of most concern to either qualitative or quantitative researchers, retaining the capability for quantitative evaluation while allowing the qualitative element to be expressed. The stakeholder survey, then, allows the best of both worlds, provided that the needs assessment process is properly designed. While additional conferences with stakeholders may be necessary to assure proper design and utilization, the outcome will provide the desired balance.

REFERENCES

Filstead, W.J. "Qualitative methods: A needed perspective in in evaluation research," in Cook, T.D. & Reichardt, C.S. (ed.) Qualitative and Quantitative Methods in Evaluation Research. Beverly Hills, California: Sage Publications, 1979.

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Reichardt, C.S. & Cook, T.D. "Beyond qualitative versus quantitative methods," in Cook, T.D. & Reichardt, C.S. (ed.) Qualitative and Quantitative Methods in Evaluation Research. Beverly Hills, California, Sage Publications, 1979.

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STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES  ---  BATCH SYSTEM                11 NOV
 --- U N I V E R S I T Y   O F   V E R M O N T   S P S S ---
SPSS FOR HARRIS/(VULCAN 10A OR VOS 1.1), RELEASE 9.1, MAY 1, 1982

                                CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)        ORDER FROM SPSS INC.:
                         SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)
                         SPSS POCKET GUIDE, RELEASE 9
                         SPSS PRIMER (BRIEF INTRO TO SPSS)


DEFAULT SPACE ALLOCATION..      ALLOWS FOR..     62 TRANSFORMATIONS
WORKSPACE     10948 DBLWORDS                     250 RECODE VALUES + LAG VARIABLES
TRANSPACE      1563 DBLWORDS                    1001 IF/COMPUTE OPERATIONS

      1 RUN NAME         MSERA STAKEHOLDER SURVEY/MULTIPLE RESPONSE ANALY
      2 COMMENT          RUNSTREAM IN MSERAS
      3                  INPUT DATA IN MSERAD
      4                  OUTPUT IN MSERAO
      5 VARIABLE LIST    PP1,SS1,SP1,PU1,CU1,CR1,SF1,OR1
      6                  PP2,SS2,SP2,PU2,CU2,CR2,SF2,OR2
      7                  PP3,SS3,SP3,PU3,CU3,CR3,SF3,OR3
      8                  PP4,SS4,SP4,PU4,CU4,CR4,SF4,OR4
      9                  PP5,SS5,SP5,PU5,CU5,CR5,SF5,OR5
     10 INPUT MEDIUM     MSERAD
     11 N OF CASES       10
     12 INPUT FORMAT     FIXED(T8,F3.0,7(5X,F3.0),/,
     13                        T8,F3.0,7(5X,F3.0),/,
     14                        T8,F3.0,7(5X,F3.0),/,
     15                        T8,F3.0,7(5X,F3.0),/,
     16                        T8,F3.0,7(5X,F3.0))

  ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLL

  VARIABLE  FORMAT  RECORD    COLUMNS

    PP1     F 3.0       1     8-  10
    SS1     F 3.0       1    16-  18
    SP1     F 3.0       1    24-  26
    PU1     F 3.0       1    32-  34
    CU1     F 3.0       1    40-  42
    CR1     F 3.0       1    48-  50
    SF1     F 3.0       1    56-  58
    OR1     F 3.0       1    64-  66
    PP2     F 3.0       2     8-  10
    SS2     F 3.0       2    16-  18
    SP2     F 3.0       2    24-  26
    PU2     F 3.0       2    32-  34
    CU2     F 3.0       2    40-  42
    CR2     F 3.0       2    48-  50
```

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLL

VARIABLE	FORMAT	RECORD	COLUMNS
SF2	F 3. 0	2	56- 58
OR2	F 3. 0	2	64- 66
PP3	F 3. 0	3	8- 10
SS3	F 3. 0	3	16- 18
SP3	F 3. 0	3	24- 26
PU3	F 3. 0	3	32- 34
CU3	F 3. 0	3	40- 42
CR3	F 3. 0	3	48- 50
SF3	F 3. 0	3	56- 58
OR3	F 3. 0	3	64- 66
PP4	F 3. 0	4	8- 10
SS4	F 3. 0	4	16- 18
SP4	F 3. 0	4	24- 26
PU4	F 3. 0	4	32- 34
CU4	F 3. 0	4	40- 42
CR4	F 3. 0	4	48- 50
SF4	F 3. 0	4	56- 58
OR4	F 3. 0	4	64- 66
PP5	F 3. 0	5	8- 10
SS5	F 3. 0	5	16- 18
SP5	F 3. 0	5	24- 26
PU5	F 3. 0	5	32- 34
CU5	F 3. 0	5	40- 42
CR5	F 3. 0	5	48- 50
SF5	F 3. 0	5	56- 58
OR5	F 3. 0	5	64- 66

THE INPUT FORMAT PROVIDES FOR 40 VARIABLES. 40 WILL BE READ
IT PROVIDES FOR 5 RECORDS ('CARDS') PER CASE. A MAXIMUM OF 66 'COLUMNS' ARE USE

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17 VALUE LABELS   PP1 TO PP5 (101)CONSOLIDATION OF SCHOOLS
18                (102)CONSTRUCT CLASSROOMS
19                (103)MASS RENOVATION
20                (104)SYSTEMWIDE PLAN
21                (105)MAINTAIN CNP
22                (106)AIRCONDITIONING
23                (107)NEW CONSTRUCTION
24                (108)IMPROVE MAINTENANCE
25                (109)SPEC SERV FACILITIES
26                (110)LAB FACILITIES
27                (111)CONT TRANSPORTATION
28                (112)IMPROVE LANDSCAPING
29                (113)3 AGRIBUSINESS SHOPS
30                (114)AMMORITIZATION SCHED
31                (115)MINOR RENOVATION
32                (199)NO OTHER SUGGESTIONS
33                SS1 TO SS5 (201)ELEM COUNSELING
34                (202)SCHOOL NURSE
35                (203)ELEM PHYSED TEACHERS
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36                  (204)H.S. REGISTRARS
37                  (205)M.S-ELEM ADM ASSIST
38                  (206)UNWED MOTHERS
39                  (207)SEX ED COUNSELING
40                  (208)EXPAND CNP PROGRAMS
41                  (209)CONT UPDATE TRANSPOR
42                  (210)INC PARAPROF ASSIST
43                  (211)INC LUNCHROOM SERV
44                  (212)COMP TERM SCHOOLS
45                  (213)JOB PLACE SERVICE
46                  (214)INC AIDE SALARIES
47                  (215)BUSINESS INPUT
48                  (299)NO OTHER SUGGESTIONS
49                  SP1 TO SP5 (301)ADM ASSIST PRIN
50                  (302)INSTRUCTIONAL AIDES
51                  (303)DEC PUP:TEACH RATIO
52                  (304)ELIMINATE SPLIT GR
53                  (305)ACCREDITATION
54                  (306)BOOKKEEPER
55                  (307)ART-MUSIC TEACHER
56                  (308)INST RESCOURCE
57                  (309)ELEM PHYSED TEACHER
58                  (310)ELEM GUIDE COUNSEL
59                  (311)HIGH TECH ED
60                  (312)SCHOOL NURSES
61                  (313)COMPUTER INSTRUCT
62                  (314)ADDIT PROGRAMS
63                  (399)NO OTHER SUGGESTIONS
64                  PU1 TO PU5 (401)CONT VOCED P.A.V.C.
65                  (402)CONT ADULT BASIC ED
66                  (403)VOC ASSESS @PUPIL
67                  (404)NO REMEDIATION
68                  (405)INC HEALTH SERV
69                  (406)PG-UNWED MOTHER PROG
70                  (407)M.S VOC PROGRAM
71                  (408)COMP VOC STUDENTS
72                  (409)INC GIFTED PROGRAMS
73                  (410)ALTERNATIVE SCH-PROG
74                  (411)INC COUNS SERVICES
75                  (412)SUMMER SCHOOL
76                  (413)HOME TUTOR PROG
77                  (414)INSCHOOL SUSP FAC
78                  (499)NO OTHER SUGGESTIONS
79                  CU1 TO CU5 (501)INC ADV PROG H.S.
80                  (502)INSTRUCTIONAL COMP
81                  (503)COMP LIT COURSES
82                  (504)COUNTYWIDE ARTS
83                  (505)MASTERY LEARN-TEACH
84                  (506)CONSOL FAC-INC CURR
85                  (507)FOREIGN LANGUAGES
86                  (508)TOTAL TCBE ED
87                  (509)CAREER ED K-12
88                  (510)INC SCIENCE-MATH
89                  (511)M.S. VOC PROG
90                  (512)INC GIFT-SLOW PROG
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                91                  (513)MICROWAVE-MEDIA CENT
                92                  (514)CONT EVAL VOC TRAIN
                93                  (515)CLASS-NUTRI INTERACT
                94                  (516)STAFF DEVELOPMENT
                95                  (517)ADEQUATE SUPPLIES
                96                  (518)INC CURRIC ALL LEVEL
                97                  (599)NO OTHER SUGGESTIONS
                98                  CR1 TO CR5 (601)SYSTEM PR DESIGNEE
                99                  (602)MORE TIME BY SUPER
               100                  (603)COUNTYWIDE PR PROG
               101                  (604)INC PTA PARTIC
               102                  (605)REG REP TO PEOPLE
               103                  (606)MEDIA REP CITIZENRY
               104                  (607)INPUT ALL SOCIETY
               105                  (608)INSERVICE PR POINTS
               106                  (609)PROF PR DEV STAFF
               107                  (610)UPGRADE VIDEO PRES
               108                  (611)LAY SPOKESPERSONS
               109                  (612)INC COMMUN COURSES
               110                  SF1 TO SF5 (701)INC ADDVAL-CAP IMP
               111                  (702)INC LOC REV-CUR OPER
               112                  (703)INC LOC REV-ADD PROG
               113                  (704)LOC SALES TX-20 YR
               114                  (705)DOG TRACK
               115                  (706)COMPREH AMUSE PARK
               116                  (707)DEC SCH FUNDRAISING
               117                  (708)MAIN FED FUND LEVEL
               118                  (709)COMPETATIVE BIDS
               119                  (710)MAIN CURR TAXES
               120                  (799)NO OTHER SUGGESTIONS
               121                  OR1 TO OR2 (801)INSERVICE PT SYSTEM
               122                  (802)ACCREDITATE ALL SCH
               123                  (803)CONTINUITY SCH-SYST
               124                  (804)ALTERNATIVE PROG
               125                  (805)IMP ORG STRUCT
               126                  (899)NO OTHER SUGGESTIONS
               127 MULT RESPONSE    GROUPS=PPLANT  PHYSICAL PLANT(PP1,PP2,PP3,PP4,PP
               128                         SSERV  SUPPORT SERVICES(SS1,SS2,SS3,SS4,S
               129                         SPERS  STAFF PERSONNEL(SP1,SP2,SP3,SP4,SP
               130                         PPERS  PUPIL PERSONNEL(PU1,PU2,PU3,PU4,PU
               131                  FREQUENCIES=PPLANT SSERV SPERS PPERS/

'MULT RESPONSE' PROBLEM REQUIRES      440 DBLEWORDS OF WORKSPACE NOT INCLUDING LABEL
GIVEN SPACE PROVIDES FOR    1050 LABELS FOR FREQUENCIES
AND    2181 LABELS FOR TABLES.
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MSERA STAKEHOLDER SURVEY/MULTIPLE RESPONSE ANALYSIS 11 NOV 83
--- U N I V E R S I T Y O F V E R M O N T S P S S ---
FILE NONAME (CREATED 11 NOV 83 13:36:40)

GROUP PPLANT PHYSICAL PLANT

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
CONSOLIDATION OF SCH	101	7	14.0	70.0
CONSTRUCT CLASSROOMS	102	6	12.0	60.0
MASS RENOVATION	103	4	8.0	40.0
SYSTEMWIDE PLAN	104	7	14.0	70.0
MAINTAIN CNP	105	2	4.0	20.0
AIRCONDITIONING	106	2	4.0	20.0
NEW CONSTRUCTION	107	7	14.0	70.0
IMPROVE MAINTENANCE	108	2	4.0	20.0
SPEC SERV FACILITIES	109	4	8.0	40.0
LAB FACILITIES	110	1	2.0	10.0
CONT TRANSPORTATION	111	1	2.0	10.0
IMPROVE LANDSCAPING	112	1	2.0	10.0
3 AGRIBUSINESS SHOPS	113	1	2.0	10.0
AMMORITIZATION SCHED	114	1	2.0	10.0
MINOR RENOVATION	115	1	2.0	10.0
NO OTHER SUGGESTIONS	199	3	6.0	30.0
	TOTAL RESPONSES	50	100.0	500.0

0 MISSING CASES 10 VALID CASES

MSERA STAKEHOLDER SURVEY/MULTIPLE RESPONSE ANALYSIS 11 NOV 83
--- U N I V E R S I T Y O F V E R M O N T S P S S ---
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GROUP SSERV SUPPORT SERVICES

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
ELEM COUNSELING	201	7	14.0	70.0
SCHOOL NURSE	202	9	18.0	90.0
ELEM PHYSED TEACHERS	203	2	4.0	20.0
H.S. REGISTRARS	204	1	2.0	10.0
M.S-ELEM ADM ASSIST	205	4	8.0	40.0
UNWED MOTHERS	206	1	2.0	10.0
SEX ED COUNSELING	207	1	2.0	10.0
EXPAND CNP PROGRAMS	208	1	2.0	10.0
CONT UPDATE TRANSPOR	209	5	10.0	50.0
INC PARAPROF ASSIST	210	3	6.0	30.0
INC LUNCHROOM SERV	211	3	6.0	30.0
COMP TERM SCHOOLS	212	2	4.0	20.0
JOB PLACE SERVICE	213	1	2.0	10.0
INC AIDE SALARIES	214	1	2.0	10.0
BUSINESS INPUT	215	1	2.0	10.0
NO OTHER SUGGESTIONS	299	8	16.0	80.0
	TOTAL RESPONSES	50	100.0	500.0

0 MISSING CASES 10 VALID CASES

MSERA STAKEHOLDER SURVEY/MULTIPLE RESPONSE ANALYSIS 11 NOV 83
--- U N I V E R S I T Y O F V E R M O N T S P S S ---
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GROUP SPERS STAFF PERSONNEL

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
ADM ASSIST PRIN	301	3	6.0	30.0
INSTRUCTIONAL AIDES	302	7	14.0	70.0
DEC PUP:TEACH RATIO	303	6	12.0	60.0
ELIMINATE SPLIT GR	304	1	2.0	10.0
ACCREDITATION	305	1	2.0	10.0
BOOKKEEPER	306	1	2.0	10.0
ART-MUSIC TEACHER	307	5	10.0	50.0
INST RESCOURCE	308	4	8.0	40.0
ELEM PHYSED TEACHER	309	6	12.0	60.0
ELEM GUIDE COUNSEL	310	2	4.0	20.0
HIGH TECH ED	311	1	2.0	10.0
SCHOOL NURSES	312	1	2.0	10.0
COMPUTER INSTRUCT	313	1	2.0	10.0
ADDIT PROGRAMS	314	1	2.0	10.0
NO OTHER SUGGESTIONS	399	10	20.0	100.0
	TOTAL RESPONSES	50	100.0	500.0

0 MISSING CASES 10 VALID CASES

MSERA STAKEHOLDER SURVEY/MULTIPLE RESPONSE ANALYSIS 11 NOV 83
--- U N I V E R S I T Y O F V E R M O N T S P S S ---
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GROUP PPERS PUPIL PERSONNEL

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
CONT VOCED P.A.V.C.	401	1	2.0	10.0
CONT ADULT BASIC ED	402	6	12.0	60.0
VOC ASSESS @PUPIL	403	3	6.0	30.0
NO REMEDIATION	404	1	2.0	10.0
INC HEALTH SERV	405	4	8.0	40.0
PG-UNWED MOTHER PROG	406	1	2.0	10.0
M.S VOC PROGRAM	407	1	2.0	10.0
COMP VOC STUDENTS	408	3	6.0	30.0
INC GIFTED PROGRAMS	409	2	4.0	20.0
ALTERNATIVE SCH-PROG	410	2	4.0	20.0
INC COUNS SERVICES	411	1	2.0	10.0
SUMMER SCHOOL	412	1	2.0	10.0
HOME TUTOR PROG	413	1	2.0	10.0
INSCHOOL SUSP FAC	414	1	2.0	10.0
NO OTHER SUGGESTIONS	499	22	44.0	220.0
	TOTAL RESPONSES	50	100.0	500.0

0 MISSING CASES 10 VALID CASES

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MSERA STAKEHOLDER SURVEY/MULTIPLE RESPONSE ANALYSIS                    11 NOV 83
 --- U N I V E R S I T Y   O F   V E R M O N T   S P S S ---

CPU TIME REQUIRED..      0.80 SECONDS
ELAPSED WALL TIME..         2 SECONDS


                132 MULT RESPONSE  GROUPS=CURR  CURRICULUM(CU1,CU2,CU3,CU4,CU5 (501'
                133                        CRELAT  COMMUNITY RELATIONS(CR1,CR2,CR3,C
                134                        SCHFIN  SCHOOL FINANCE(SF1,SF2,SF3,SF4,SF
                135                        OTHERS  OTHER IMPROVEMENTS(OR1,OR2,OR3,OR
                136                     FREQUENCIES=CURR CRELAT SCHFIN OTHERS/
                137 OPTIONS             6

'MULT RESPONSE' PROBLEM REQUIRES      440 DBLEWORDS OF WORKSPACE NOT INCLUDING LABEL
GIVEN SPACE PROVIDES FOR   1050 LABELS FOR FREQUENCIES
AND   2181 LABELS FOR TABLES.
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MSERA STAKEHOLDER SURVEY/MULTIPLE RESPONSE ANALYSIS 11 NOV 83
--- U N I V E R S I T Y O F V E R M O N T S P S S ---
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GROUP CURR CURRICULUM

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
INC ADV PROG H.S.	501	2	4.0	20.0
INSTRUCTIONAL COMP	502	3	6.0	30.0
COMP LIT COURSES	503	5	10.0	50.0
COUNTYWIDE ARTS	504	1	2.0	10.0
MASTERY LEARN-TEACH	505	4	8.0	40.0
CONSOL FAC-INC CURR	506	1	2.0	10.0
FOREIGN LANGUAGES	507	6	12.0	60.0
TOTAL TCBE ED	508	1	2.0	10.0
CAREER ED K-12	509	1	2.0	10.0
INC SCIENCE-MATH	510	6	12.0	60.0
M.S. VOC PROG	511	2	4.0	20.0
INC GIFT-SLOW PROG	512	3	6.0	30.0
MICROWAVE-MEDIA CENT	513	1	2.0	10.0
CONT EVAL VOC TRAIN	514	1	2.0	10.0
CLASS-NUTRI INTERACT	515	2	4.0	20.0
STAFF DEVELOPMENT	516	1	2.0	10.0
ADEQUATE SUPPLIES	517	1	2.0	10.0
INC CURRIC ALL LEVEL	518	2	4.0	20.0
NO OTHER SUGGESTIONS	599	7	14.0	70.0
	TOTAL RESPONSES	50	100.0	500.0

0 MISSING CASES 10 VALID CASES

MSERA STAKEHOLDER SURVEY/MULTIPLE RESPONSE ANALYSIS 11 NOV 83
--- U N I V E R S I T Y O F V E R M O N T S P S S ---
FILE NONAME (CREATED 11 NOV 83 13:36:40)

GROUP CRELAT COMMUNITY RELATIONS

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
SYSTEM PR DESIGNEE	601	4	8.0	40.0
MORE TIME BY SUPER	602	1	2.0	10.0
COUNTYWIDE PR PROG	603	8	16.0	80.0
INC PTA PARTIC	604	7	14.0	70.0
REG REP TO PEOPLE	605	1	2.0	10.0
MEDIA REP CITIZENRY	606	3	6.0	30.0
INPUT ALL SOCIETY	607	2	4.0	20.0
INSERVICE PR POINTS	608	1	2.0	10.0
PROF PR DEV STAFF	609	1	2.0	10.0
UPGRADE VIDEO PRES	610	1	2.0	10.0
LAY SPOKESPERSONS	611	2	4.0	20.0
INC COMMUN COURSES	612	1	2.0	10.0
	699	18	36.0	180.0
	TOTAL RESPONSES	50	100.0	500.0

0 MISSING CASES 10 VALID CASES

MSERA STAKEHOLDER SURVEY/MULTIPLE RESPONSE ANALYSIS 11 NOV 83
--- U N I V E R S I T Y O F V E R M O N T S P S S ---
FILE NONAME (CREATED 11 NOV 83 13:36:40)

GROUP SCHFIN SCHOOL FINANCE

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
INC ADDVAL-CAP IMP	701	5	10.0	50.0
INC LOC REV-CUR OPER	702	1	2.0	10.0
INC LOC REV-ADD PROG	703	1	2.0	10.0
LOC SALES TX-20 YR	704	8	16.0	80.0
DOG TRACK	705	2	4.0	20.0
COMPREH AMUSE PARK	706	1	2.0	10.0
DEC SCH FUNDRAISING	707	3	6.0	30.0
MAIN FED FUND LEVEL	708	1	2.0	10.0
COMPETATIVE BIDS	709	3	6.0	30.0
MAIN CURR TAXES	710	1	2.0	10.0
NO OTHER SUGGESTIONS	799	24	48.0	240.0
	TOTAL RESPONSES	50	100.0	500.0

0 MISSING CASES 10 VALID CASES

--- U N I V E R S I T Y O F V E R M O N T S P S S ---
FILE NONAME (CREATED 11 NOV 83 13:36:40)

GROUP OTHERS OTHER IMPROVEMENTS

CATEGORY LABEL	CODE	COUNT	PCT OF RESPONSES	PCT OF CASES
INSERVICE PT SYSTEM	801	1	2.0	10.0
ACCREDITATE ALL SCH	802	5	10.0	50.0
CONTINUITY SCH-SYST	803	3	6.0	30.0
ALTERNATIVE PROG	804	1	2.0	10.0
IMP ORG STRUCT	805	1	2.0	10.0
NO OTHER SUGGESTIONS	899	39	78.0	390.0
	TOTAL RESPONSES	50	100.0	500.0

0 MISSING CASES 10 VALID CASES

CPU TIME REQUIRED.. 0.63 SECONDS
ELAPSED WALL TIME.. 1 SECONDS

138 FINISH (SPSS GENERATED)

```
NORMAL END OF SPSS RUN.
138 COMMAND RECORDS READ
  0 ERRORS DETECTED
```